



# ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



## STUDY GUIDE

81 Principal

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### **STUDY GUIDE ORDER FORM**



## **PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION**

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Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



## PART 2: FIELD-SPECIFIC INFORMATION

### Field 81: Principal

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#### INTRODUCTION

This section includes a list of the test objectives, practice questions, an answer key for the selected-response questions, and a list of preparation resources.

**Test objectives.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

**Practice questions.** The practice questions for the selected-response and performance assignment sections included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

**Preparation resources.** The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take the Principal test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

# TEST OBJECTIVES

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## Field 81: Principal

### Subareas:

1. Leadership of the Educational Organization
2. Social, Cultural, and Legal Context
3. Effective Communication
4. Management of the Educational Organization
5. Curriculum and Instruction

### LEADERSHIP OF THE EDUCATIONAL ORGANIZATION

#### **0001 Understand how the mission of the educational organization is developed and promoted.**

For example: understanding the process for defining and developing a mission statement; identifying ways to promote fulfillment of the organization's mission; demonstrating knowledge of strategies to promote the welfare of all students in a diverse community; understanding the historical role of education in a democratic society; recognizing ways to provide purpose and direction for individuals and groups within the organization; understanding how to set priorities to address the needs of students, faculty, staff, and community members; demonstrating knowledge of methods for developing a strategic plan that enhances teaching and learning; and understanding how to work with members of the educational community to develop strategic goals and action plans.

#### **0002 Understand how to sustain a climate of innovation and change in the educational organization.**

For example: understanding how to improve student achievement by identifying, implementing, and monitoring necessary changes; analyzing the process and ongoing nature of change within the educational organization and the community; evaluating how various educational issues, trends, and reform initiatives affect students, schools, and the community; recognizing the nature, role, and use of educational research; applying effective strategies for initiating change and overcoming obstacles to change; identifying effective ways to enlist support for reform activities; identifying strategies for fostering a responsible risk-taking environment; and applying strategies for motivating and empowering members of the educational community to initiate and implement positive change in the organization.

#### **0003 Understand strategies for promoting professional development in the educational organization.**

For example: identifying strategies for determining staff development needs; applying knowledge of effective strategies for promoting staff learning and development; understanding how to encourage reflective practice for self and staff; identifying strategies for working collaboratively with staff to develop and implement plans for continuous professional growth; understanding principles of adult learning; applying strategies for motivating adults to grow and develop in constructive directions; identifying strategies for creating effective professional development programs; and identifying resources for continuing professional development.

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## SOCIAL, CULTURAL, AND LEGAL CONTEXT

### 0004 Understand how to promote equity in educational programs.

For example: identifying procedures to ensure equal educational opportunity in school programs; analyzing strategies to promote understanding and appreciation of diversity in the community; identifying strategies for dealing with global issues that affect teaching and learning; understanding how to engender an atmosphere that encourages respect, sensitivity, and appreciation for the diversity of the educational community; analyzing the differences between equal and equitable treatment; recognizing signs and patterns of discrimination; identifying strategies to eliminate inequitable treatment; and analyzing the educational, social, and political implications of diversity and how those factors influence student success.

### 0005 Understand and ensure compliance with Arizona and federal statutes and regulations.

For example: understanding the legal rights and responsibilities of students, staff, and parents/guardians; demonstrating knowledge of procedures to address potential civil and criminal liabilities of the schools; applying knowledge of legal requirements affecting student supervision; demonstrating knowledge of federal, state, and local education law; understanding how to adjust policy or procedures in accordance with state and federal requirements; interpreting the ethical responsibilities of schools and the members of the educational community; demonstrating familiarity with the system of public school governance and the legislative process; and understanding how the Arizona Constitution and U.S. Constitution, local policies, and statutory, common, and case law regulate the behavior of students, staff, and administration in the schools.

### 0006 Understand how to formulate policies and work effectively with educational policymakers.

For example: identifying strategies for formulating and implementing organizational policy; identifying the respective functions of policymakers, administrators, and school councils in school governance; and understanding how to collaborate with policymakers to define organizational goals and priorities, address organizational problems, and establish sound policies.

## EFFECTIVE COMMUNICATION

### 0007 Understand the use of effective communication strategies to build support for improving the learning environment.

For example: applying strategies for communicating the mission, goals, purpose, and priorities of the educational organization to students, staff, parents/guardians, and the community; identifying positive and proactive strategies to strengthen community support for organizational priorities; identifying appropriate channels and media for communicating educational plans, ideas, and goals; understanding how to formulate plans for internal and external communications; and understanding how to serve as an effective communicator for the welfare of all students.

**0008 Understand how to encourage and respond to feedback from members of the educational and local community.**

For example: identifying strategies for obtaining information and feedback from all groups within the educational community; understanding how to make constructive use of feedback from the educational and local community; demonstrating knowledge of active listening skills; demonstrating sensitivity to the organizational culture and political environment of the schools and community; identifying effective strategies for encouraging support and involvement from members of the educational community; and understanding how to respond appropriately to the media.

**0009 Understand how to encourage and support teamwork to promote the mission of the educational organization.**

For example: identifying methods for leading and supporting teams that are committed to student learning; applying knowledge of group development and group processes; demonstrating knowledge of team-building and motivational skills; applying methods for empowering administrators, teachers, students, and parents/guardians to be leaders in the school community; understanding the uses of peer collaboration among staff at all levels; identifying effective methods for facilitating various types of work groups and achieving organizational goals through collaboration; and understanding how to build consensus and resolve conflicts in the organization.

**MANAGEMENT OF THE EDUCATIONAL ORGANIZATION**

**0010 Apply principles of management and organizational behavior in problem solving, decision making, and organizational development.**

For example: demonstrating knowledge of management theories and principles; identifying strategies for evaluating and promoting positive organizational morale; analyzing the nature of organizational problems and potential solutions; applying methods for gathering, analyzing, and using data to support decision making; understanding how to identify, frame, and solve problems; identifying procedures for monitoring and controlling activities and projects; applying project management and time management skills; identifying strategies for delegating at appropriate organizational levels; understanding how to identify priorities and formulate plans of action to meet internal and external expectations; and understanding how technology can be used to support educational management.

**0011 Understand public school finance and financial management.**

For example: demonstrating knowledge of public school financing, including issues of equity; recognizing sources of funding and restrictions on the use of various funds; identifying types and characteristics of budgets; recognizing stages in the budget development process; identifying the basic principles of financial and cost accounting; demonstrating knowledge of financial record keeping and reporting methods; understanding how to secure, allocate, and manage financial resources; applying principles for managing scarce resources and for grant writing; and identifying strategies for involving members of the community in the development of budgets and resource distribution plans.

**0012 Understand school physical plant management and the management of school services.**

For example: demonstrating knowledge of procedures for facilities planning and management; interpreting federal, state, and local regulations related to facilities maintenance, purchasing, food services, transportation services, information management services, and student health services; demonstrating knowledge of student services and programs for which students may be categorically eligible; demonstrating knowledge of social agencies and services available in the community; analyzing the role of safety, security, and emergency procedures; and understanding strategies for promoting a safe and effective learning environment.

**0013 Apply principles of effective human resource management.**

For example: identifying the legal issues affecting school personnel recruitment, selection, development, supervision, retention, and dismissal; understanding how to apply adult motivation research to select appropriate models of supervision; identifying strategies for assigning staff and establishing job expectations; demonstrating knowledge of employee benefits and alternative employee benefit packages; analyzing strategies for using staff evaluation and staff development systems to improve the performance of staff members; applying knowledge of procedures and requirements for disciplining and dismissing staff; applying ethical standards of the profession to the daily practice of human resource management; and understanding how personnel practices affect quality and justice in the workplace.

**CURRICULUM AND INSTRUCTION****0014 Understand principles and characteristics of curriculum planning, design, implementation, and evaluation.**

For example: demonstrating knowledge of basic principles of curriculum planning and design; understanding how to match curriculum, instruction, and assessment to state standards and expectations for students; analyzing the implications of occupational trends for curriculum planning; understanding how curricular alignment and sequence can promote student achievement; identifying effective methods for leading curriculum planning; and analyzing considerations involved in creating curricula for all students, including special and diverse populations.

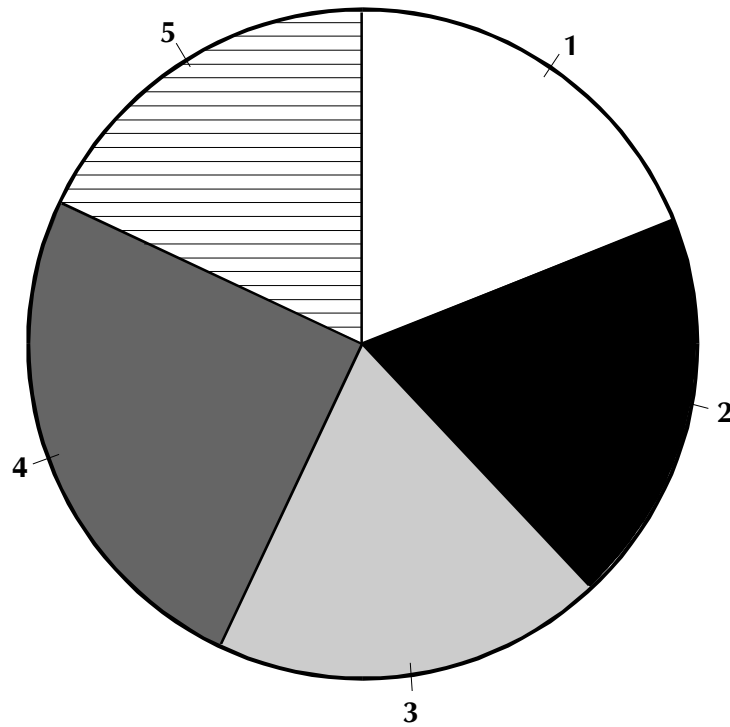
**0015 Understand principles and characteristics of instruction designed to promote student achievement.**






For example: demonstrating knowledge of the stages of physical, cognitive, moral, social, and emotional development; demonstrating knowledge of instructional management systems that incorporate research findings to maximize student achievement; evaluating the instructional implications of different learning styles, cultural backgrounds, abilities, and disabilities; identifying strategies for implementing programs to help all students develop as caring and informed citizens; and understanding effective ways of using technology to support curriculum and instruction.

**0016 Understand principles, purposes, and methods of student assessment.**

For example: demonstrating knowledge of valid and reliable performance indicators and testing procedures to measure student achievement; identifying assessment strategies to help students achieve at high levels; demonstrating knowledge of the basic principles of educational testing and measurement; demonstrating knowledge of alternative assessment; evaluating instructional programs and models of instruction; interpreting and using test results; applying basic statistical, data-collection, and data-analysis techniques; understanding how to use data to analyze the current state of student learning; and analyzing the role of assessment in educational accountability.

## DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



| Subarea   | Approximate Percentage of Selected-Response Items on Test Form |
|---|--|
|  1. Leadership of the Educational Organization | 19%  |
|  2. Social, Cultural, and Legal Context        | 19%  |
|  3. Effective Communication                    | 19%  |
|  4. Management of the Educational Organization | 24%  |
|  5. Curriculum and Instruction                 | 19%  |

# PRACTICE QUESTIONS

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## Field 81: Principal

Use the information below to answer the two questions that follow.

The site council of Oakvale High School is meeting to update the school improvement plan. Ms. Morrow, the principal, provides council members with copies of the most recent Oakvale school report card. Included in the report are the school's percentile rankings on a national academic achievement test for the past two years. Displaying data by grade level for reading, writing, and math, the report compares the average performance of Oakvale students to the average performance of students statewide. An excerpt from the report is shown below.

| Percentile Rankings on a National Academic Achievement Test |              |                   |                         |                   |                         |
|---|--------------|-------------------|-------------------------|-------------------|-------------------------|
|   |              | 1998–99           |                         | 1999–2000         |                         |
| Grade   | Content Area | School Percentile | AZ Statewide Percentile | School Percentile | AZ Statewide Percentile |
| 09  | Reading      | 30                | 43                      | 31                | 48                      |
|   | Writing      | 38                | 37                      | 39                | 39                      |
|   | Math         | 49                | 47                      | 47                | 46                      |
| 10  | Reading      | 27                | 42                      | 29                | 42                      |
|   | Writing      | 40                | 43                      | 44                | 43                      |
|   | Math         | 47                | 46                      | 48                | 47                      |
| 11  | Reading      | 26                | 46                      | 30                | 46                      |
|   | Writing      | 47                | 42                      | 45                | 43                      |
|   | Math         | 48                | 49                      | 46                | 47                      |
| 12  | Reading      | 35                | 54                      | 32                | 54                      |
|   | Writing      | 48                | 44                      | 49                | 45                      |
|   | Math         | 51                | 47                      | 49                | 50                      |

1. Ms. Morrow introduces the subject of school improvement by briefly reviewing the school's mission and goals. This approach would most likely facilitate the council's discussion by:
  - A. encouraging council members to formulate strategies for modifying the school's mission.
  - B. providing clear direction for subsequent identification of specific school improvement needs.
  - C. ensuring that members of the council agree on specific strategies for school improvement.
  - D. detailing strengths and weaknesses in the school's educational program.
2. Based on the data shown in the school report card, Ms. Morrow and members of the school council should assign highest priority to improving the:
  - A. writing skills of students in all grades.
  - B. performance of eleventh and twelfth graders in mathematics.
  - C. reading skills of students in all grades.
  - D. performance of ninth and tenth graders in mathematics.

3. A middle school recently completed development of a mission statement that emphasizes the role of the school in achieving a variety of important goals, such as "enabling students to become confident, self-directed, lifelong learners" and "preparing students to participate actively as responsible citizens in an ever-changing society." The school principal can best facilitate achievement of the goals in the mission statement by guiding stakeholders to take which of the following actions first?
- A. defining a set of specific, concrete objectives aimed at accomplishing each goal
  - B. determining strategies for addressing each goal in various content areas across the curriculum
  - C. defining assessment procedures for measuring students' current performance in relation to each goal
  - D. determining materials and resources related to each goal that are currently available in the school
4. Although Franklin Elementary School has a good record of performance, the principal believes that teaching and learning in the school could be improved. The principal decides that one way to promote such improvement is to create a school environment that encourages innovation and responsible risk taking among faculty. Which of the following strategies is likely to contribute most to the development of this type of environment?
- A. implementing a system for providing faculty with regular updates about current trends and research in elementary education
  - B. giving faculty regular opportunities for collaborative problem solving and sustained support for implementing workable solutions
  - C. allowing faculty considerable autonomy in selecting student learning goals and determining how to achieve them in their classes
  - D. visiting classrooms regularly and offering faculty praise for what they are doing well and suggestions for addressing observed needs

5. After receiving word that the students in her school performed poorly on state-mandated assessments, a school principal is preparing for a faculty meeting at which the assessment results will be shared and discussed. The principal wishes to use the meeting to initiate changes aimed at improving teaching and learning in the school. During the meeting, the principal can best promote change by emphasizing which of the following ideas?
- A. Student test scores are only one among many indicators of the quality of student learning occurring at the school.
  - B. Responsibility for the test results is shared among many individuals and groups within the educational community.
  - C. Statewide assessments are an effective means by which to ensure educator accountability for student learning and achievement.
  - D. The test results offer valuable information school staff can use to identify and respond positively to specific problem areas.
6. The teachers at a school are concerned about their ability to address the needs of students with disabilities who are being assigned to their classes. In response, the principal has asked special education staff to organize a series of workshops to expand the classroom teachers' knowledge and skills in this area. The principal can best help ensure that the workshops will be successful in leading to improved teacher performance in the classroom by taking which of the following additional actions?
- A. organizing follow-up sessions that give teachers an opportunity to work together to evaluate and discuss their efforts at implementing new approaches
  - B. directing the special education staff to observe teachers in their classrooms after each workshop and report back to the administration on additional needs
  - C. reviewing plans for the workshops before they occur to ensure an emphasis on knowledge that has a foundation in recent educational research
  - D. providing the teachers with a written summary of the main points addressed in each workshop and related ideas for improving classroom instruction

7. A principal wants to encourage all school staff to engage in reflective practice and continuous professional growth and improvement. Which of the following approaches is likely to be most effective in promoting achievement of this goal?
- A. initiating a system for distributing materials from various sources that staff can use to prompt their own reflection and professional growth
  - B. encouraging staff to use planning periods to engage in relevant behaviors and providing them with ideas about how to do so
  - C. incorporating reflective practice and professional growth into the criteria used to conduct annual staff evaluations
  - D. modeling relevant behaviors and attitudes and using everyday interactions to prompt their adoption by staff
8. While conducting classroom observations, an elementary school principal notes that some teachers are inadvertently behaving in discriminatory ways with students from particular groups (e.g., asking some students easier questions during class discussions, accepting work from some students that does not meet standards). When meeting individually with these teachers, the principal can best address this issue by taking which of the following actions first?
- A. urging the teachers to use self-reflection to identify and analyze their own problematic behaviors
  - B. asking the teachers to describe the assessments they use to evaluate student performance
  - C. providing the teachers with specific examples of the problematic behavior patterns they are exhibiting
  - D. reviewing and discussing the antidiscrimination laws and policies that all teachers should use to guide their interactions with students

9. In recent years, a school has experienced a rapid increase in the proportion of students who are English language learners. Most of these students spend part of each day in English Language Learner (ELL) classes and part of the day in regular education classes. Standardized test scores and report card grades indicate that the needs of many English language learners are not being met. The school principal can best begin to address the problem by:
- A. requesting funds to increase the school's ELL staff and expand the amount of time English language learners spend in ELL classes each day.
  - B. developing a system to facilitate the ability of regular education faculty to communicate with the principal about English language learners in their classes who are struggling.
  - C. analyzing student test scores and report card grades to identify faculty most in need of relevant professional development.
  - D. establishing procedures to expand and facilitate communication and coordination between ELL faculty and regular education faculty.
10. A middle school principal would like to encourage greater participation by diverse groups in the school's site-based planning and management. As a first step, which of the following actions by the principal would most likely be effective in addressing this goal?
- A. working with district officials to create districtwide policies that promote greater awareness of diversity issues
  - B. creating a committee of diverse stakeholders to recommend and implement appropriate strategies for this purpose
  - C. asking the president of the school's parent/guardian organization to recruit diverse volunteers for advisory groups
  - D. writing an article for the district newsletter about the importance of promoting broad-based community participation in school governance

DECISION SET BEGINS HERE

Ms. Tsosie is the principal of a large high school in which the student body is culturally and linguistically diverse. To increase her visibility in the school, she makes a point of visiting classrooms each school day to observe lessons and to interact with students and faculty. Ms. Tsosie keeps a journal in which she records any observations that she makes while visiting the classrooms.

11. Which of the following of Ms. Tsosie's observations is most likely a sign that there may be inequitable treatment in the school?
- A. Elective classes in science and social studies tend to have half as many students as required classes.
  - B. Content-area teachers tend not to modify instruction for English language learners and instead deliver the same instruction to all students.
  - C. A large number of African American, American Indian, and Hispanic students participate in fine arts classes.
  - D. Some students with special needs attend general classes throughout the school day while others attend a resource room for part of the day.
12. One of the school's goals for the year is to improve students' problem-solving abilities. As she makes her observations, Ms. Tsosie notices that most teachers seem to be having difficulty incorporating problem solving into their lesson plans. However, a few teachers are exemplary in this area. Ms. Tsosie decides to ask these teachers to lead a series of in-service workshops for their colleagues. This decision shows Ms. Tsosie's understanding of how to:
- A. encourage teachers to be risk-takers.
  - B. hold teachers accountable for student outcomes.
  - C. provide teachers with constructive feedback designed to improve student learning.
  - D. empower teachers to be leaders in their school.

Although she conducts formal teacher evaluations at set times during the school year, Ms. Tsosie also uses her daily observations to provide feedback to teachers on a more informal basis as situations arise. One day, she visits the Algebra I class of Mr. Murphy, a first-year teacher. While observing his class, she becomes concerned about both the instruction that he is providing and various behavior issues in the classroom.

13. Ms. Tsosie would like to support Mr. Murphy's professional growth by helping him to become a reflective practitioner. Which of the following questions about the lesson that she observed would likely be most effective in facilitating his examination of his own instructional practices?
- A. How many students understood the material presented in the lesson by the end of the class period?
  - B. When several students entered the classroom late from another class, how did you respond to the disruption?
  - C. When students became confused during the lesson, what could you have done differently to help them succeed?
  - D. How well did students participate in the review exercises at the beginning of the lesson?
14. The parents of one of Mr. Murphy's Algebra I students request a meeting with Ms. Tsosie because their daughter, Tyler, is failing algebra. They tell Ms. Tsosie that Tyler has always done well in math until this year, and they express concerns about Mr. Murphy's teaching ability. In meeting with these parents, which of the following responses by Ms. Tsosie most clearly demonstrates her use of active listening skills?
- A. "I agree with your concerns, but maybe we should consider what it is like to be a new teacher."
  - B. "Let me see if I understand your concerns so that we can work together on a solution."
  - C. "I have similar concerns about Mr. Murphy, and I am providing him with the support that he needs."
  - D. "Let's discuss the reasons why you have these concerns so that we can pinpoint the problem."

DECISION SET ENDS HERE

15. In which of the following circumstances would a principal be most justified in granting a teacher's request that a student be removed from the classroom?
- A. The teacher has determined that the student's classroom performance makes it highly unlikely that the student will be eligible for promotion.
  - B. The student's unwillingness to complete assignments on time is having a negative effect on the morale and motivation of other students.
  - C. The teacher has determined that the student's behavior seriously interferes with the teacher's ability to communicate effectively with other students.
  - D. The student's unwillingness to participate in group activities creates an unfair amount of work for the other members of the groups to which the student is assigned.
16. Which of the following best describes a responsibility of the Arizona state legislature with respect to public education?
- A. prescribing instructional methods for implementing the state's student learning standards
  - B. establishing minimum requirements for educational programs and teacher certification
  - C. enforcing policies and procedures related to the governance of public schools
  - D. establishing property tax rates for the funding of public school education

17. Which of the following provisions of the U.S. Constitution has served as the primary basis of constitutional rights suits against public educational institutions in the United States?
- A. "No state shall . . . deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."
  - B. "The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states."
  - C. "Congress shall make no law . . . abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."
  - D. "The powers not delegated to the United States by the Constitution, . . . are reserved to the states respectively, or to the people."
18. Ms. Hulett, a high school principal, receives a call from a prominent municipal leader, Mr. Carlson, who is upset about several recent editorials in the school's student newspaper that were highly critical of local officials. Mr. Carlson says the editorials were personally offensive and suggests that the principal should enforce limits on the types of articles published in the school newspaper. Ms. Hulett could best respond by:
- A. promising to work with the newspaper's faculty advisor to establish guidelines for the content of editorials.
  - B. explaining that students' freedom of expression may be restricted only if it poses a substantial risk of disrupting the learning process.
  - C. suggesting that Mr. Carlson contact the district governing board to discuss his concerns about the student newspaper.
  - D. offering to discuss the problem with the school council at the council's next regularly scheduled meeting.

19. A middle school principal gains the support of the district governing board for the goal of improving student computer literacy at the school. The principal then works with a committee of stakeholders to recommend specific strategies for achieving this goal. The committee identifies three strategies, but members disagree on which would be most effective. The principal knows that funds are limited and the board will not be able to fund all three strategies. Given these circumstances, which of the following best describes a primary responsibility of the principal when presenting the recommendations of the committee to the board?
- A. strongly advocating for the strategy that is supported by the greatest number of committee members
  - B. presenting the board with a comprehensive strategy that incorporates the best ideas from the three strategies that were discussed
  - C. clarifying for the board the internal social and political dynamics of the committee
  - D. summarizing the three strategies that were discussed by committee members and asking the board to select the best strategy
20. It would be most important for a high school principal to work closely with the district's legal advisor when developing a school policy to:
- A. require all visitors to the school to check in at the main office.
  - B. suspend students who are caught smoking in the school.
  - C. require students who arrive late to school to serve a detention.
  - D. ban suggestive or offensive clothing from the school.
21. Ms. Molina, a middle school principal, receives an unannounced visit from Mr. Stewart, a newly elected member of the district governing board. Mr. Stewart says he would like to tour the school and interview faculty and staff. Ms. Molina could respond most appropriately by:
- A. complying with Mr. Stewart's request so long as it is consistent with the district's visitors' policy.
  - B. politely denying Mr. Stewart's request but offering to lead a group tour for all members of the district governing board at another time.
  - C. complying with Mr. Stewart's request but informing the board president about the visit after Mr. Stewart leaves.
  - D. politely denying Mr. Stewart's request and explaining that school policy requires advanced notice for tours of this type.

**Use the information below to answer the two questions that follow.**

A high school's "no pass, no play" policy requires that student athletes maintain a specified minimum level of academic performance in order to participate in team sports. The school principal is aware that this policy has been increasingly ignored in recent years, and he wants to make sure that it is enforced consistently in the future. He plans to ask the school's site council to address this issue at an upcoming meeting.

22. Which of the following best describes the principal's major function in regard to the site council's deliberations on this issue?
- A. speaking privately with various council members to build internal support for his position
  - B. impartially presenting the council with the pros and cons of returning to consistent enforcement of the policy
  - C. helping the council members keep sight of the school's primary educational mission
  - D. discreetly providing assistance to stakeholders lobbying the council to reinvigorate the policy
23. The principal is aware that this issue is a highly sensitive one and that a return to strict enforcement of the "no pass, no play" policy will face fierce opposition from some stakeholders. Which of the following questions would be most important for the principal to ask himself in preparation for the outcry that may come?
- A. Approximately what level of opposition would make me obliged to reconsider my position?
  - B. What responses would best counter the specific arguments likely to be made by those who disagree with me?
  - C. Approximately what percentage of stakeholders will need to be won over on this issue?
  - D. What concessions on my part would be most persuasive in changing the minds of people who currently oppose this policy?

**Use the information below to answer the three questions that follow.**

A middle school principal is aware that research has shown that opportunities for collaborative problem solving increases student engagement in learning and promotes recall and deeper comprehension of content. Currently, there are only two teachers in the school who regularly incorporate cooperative learning into their instruction. The principal wants to ensure that all students enjoy the educational benefits of this instructional approach and begins making plans to bring this about.

24. Of the following, the principal's best strategy for building faculty support for this initiative would be to:
- A. remind teachers that willingness to grow professionally is an important factor in performance evaluations.
  - B. provide a range of opportunities for ongoing, two-way communication about the initiative.
  - C. stress that the initiative is a school priority and that everyone's willing participation is vital.
  - D. develop a document that outlines the anticipated benefits to both students and teachers alike.
25. The principal wants to begin exploring how to plan for effective in-service training in cooperative-learning techniques. Which of the following would likely be the most appropriate initial step to take in this regard?
- A. interviewing each faculty member individually to assess his or her current level of understanding of cooperative learning
  - B. going online to begin reviewing descriptions of various training programs available in the area of cooperative learning
  - C. instructing the faculty to work together to generate a list of what they would like to learn about cooperative-learning techniques
  - D. consulting the teachers experienced in cooperative learning to help identify key practices and principles for using the technique successfully

26. Immediately after hearing of the initiative, two teachers come to the principal to express concern. One teacher says that she tried a cooperative-learning lesson once and it was a "disaster." The other adds that he has seen many instructional fads come and go, but that the "tried and true" methods of the past have always worked best for him and his students. Which of the following would be the principal's best response?
- A. emphasizing that, to fulfill its educational mission, the school must incorporate advances in teaching methodologies
  - B. reminding the teachers that change is inevitable and that they have the power to make the transition easier or harder for themselves
  - C. conceding that not all innovation is good and assuring the teachers that the decision will be reversed if the desired results are not achieved
  - D. questioning whether the teaching methods these teachers have been using are, in fact, as effective as they believe them to be

27. An elementary school's site council, which includes parents/guardians, teachers, and other school staff, has decided to substitute written assessments for letter grades for students in the primary grades. Soon after the decision is made, a group of parents/guardians contacts the principal to say they strongly oppose the change and feel that letter grades offer the best measure of student achievement. When meeting with these parents/guardians, the principal can best respond to their concerns by emphasizing which of the following approaches?
- A. describing the site council's decision-making procedures and opportunities parents/guardians on the council had to air their views
  - B. providing examples of the benefits of written assessments and how they have been used successfully in other elementary schools
  - C. reassuring the parents/guardians that school decision makers will reconsider the change if the new system fails to perform as expected
  - D. discussing specific examples of primary-grade students in the school who performed better or worse than their letter grades indicated
28. A school principal could best use a press release to the local media to communicate about a decision to:
- A. establish a system of awards for recognizing outstanding student achievement in various subjects.
  - B. grant permission to a larger than expected number of area families to homeschool their children.
  - C. transfer funds from one budget account to another to meet unforeseen needs.
  - D. change the school's guidelines regarding behaviors for which school faculty may be disciplined.

29. A principal has noticed that a local reporter frequently makes factual mistakes when he reports about school meetings and events. Which of the following would be the most appropriate step for the principal to take to remedy this problem?
- A. Offer to review meeting minutes and summarize significant aspects of events with the reporter before he writes his stories.
  - B. Request that the newspaper assign a different reporter to cover school meetings and events.
  - C. Suggest that the reporter tape-record meetings and events, and offer to help review the tapes before the reporter writes his stories.
  - D. Ask the reporter to submit his stories to the principal for review before they are published.
30. Which of the following strategies would most likely be effective in helping a new principal establish a positive and productive relationship with the local media?
- A. delegating authority for public relations to an assistant principal who serves as media liaison
  - B. meeting once a month with local reporters to answer questions and provide information about current school issues and activities
  - C. cultivating a preferential relationship with reporters for the community's leading newspaper
  - D. taking the initiative by personally contacting the media on a regular basis with information about news-worthy school events and issues

**Use the information below to answer the three questions that follow.**

Ms. Díaz is a new middle school principal in a culturally diverse school district. She has been asked to speak at a meeting for parents/guardians about the middle school's program for gifted and talented students. During the meeting, several parents/guardians express concern that Hispanic, American Indian, and African American students are not adequately represented in the gifted and talented program. Other parents/guardians whose children are already in the program complain about the quality of instruction and the fact that students in this program primarily spend their class time working on independent projects. Ms. Díaz assures the parents/guardians that she will investigate their concerns thoroughly.

31. Which of the following would be the most constructive way for Ms. Díaz to use the feedback from parents/guardians at the meeting?
- A. submitting an article to the local newspaper outlining a plan to improve the school's gifted and talented program
  - B. informing teachers who teach classes in the gifted and talented program about the parents'/guardians' concerns
  - C. meeting with the parents/guardians on a monthly basis to monitor how well the school is responding to their concerns
  - D. appointing a committee of stakeholders to develop long-term goals for the school's gifted and talented program

32. During her investigation, Ms. Díaz learns that while a number of factors are considered in making placement decisions for the gifted and talented program, the primary consideration is students' scores on standardized achievement tests. Under this system, only four students total from Hispanic, American Indian, or African American backgrounds are served by the program. Which of the following practices for placing students in the program would be most appropriate for helping to ensure more equitable treatment of all students?
- A. lowering the test scores each student is required to achieve for eligibility in the program
  - B. increasing the weight given to other factors in determining all students' program eligibility
  - C. placing the top 10 percent of students from each cultural background in the program
  - D. replacing the test score requirement for all students with a minimum grade point average (GPA)
33. Which of the following would be the most appropriate question for Ms. Díaz to consider when assigning staff to teach classes associated with the gifted and talented program for the upcoming school year?
- A. Does the teacher have specific training in teaching gifted and talented students?
  - B. What type of feedback have parents/guardians given about the teacher?
  - C. How long has the teacher been teaching gifted and talented students in the school district?
  - D. Which other classes will the teacher be responsible for providing during the school year?

**Use the information below to answer the two questions that follow.**

Nine-year-old Gary's third-grade teacher recently referred him for a special education child study team evaluation. In response, Gary's parents angrily telephoned Mr. Singh, the school principal, to complain. They say that Gary has always been an active, inquisitive child and suggest that the teacher simply does not know how to meet his needs. They also say that they know another parent whose son was inappropriately referred.

34. Which of the following would be the most appropriate communication strategy for Mr. Singh to employ during this phone call?
- A. referring the parents to the teacher to voice their concerns directly to him or her rather than to the principal
  - B. conceding the inappropriateness of the teacher's action and promising to raise the issue with him or her right away
  - C. defending the teacher's professionalism and his or her decision to make a referral in this case
  - D. restating the parents' criticisms to confirm his understanding of them and expressing concern without making any judgments
35. In light of this incident, Mr. Singh decides to investigate whether a new school procedure on special education referrals is needed. Which of the following questions should Mr. Singh ask first as he begins this investigation?
- A. How many procedures are already in place and would an additional procedure merely add confusion?
  - B. Which professionals in the school are best qualified to provide advice on the content and wording of a new procedure?
  - C. What are the existing procedures and are teachers consistently following them?
  - D. Was any member of the current faculty or administration involved in drafting the procedures that are now in place?

36. An elementary school principal is leading an initiative to improve the school's integration of technology into instruction. The principal organizes a committee of teachers, parents/guardians, and community members to develop a plan to achieve this goal. After the first few meetings, the principal finds that little progress has been made and some committee members are losing interest. Which of the following would be the most effective way for the principal to motivate committee members to put in the time and effort necessary to ensure the success of the initiative?
- A. establishing a rotating chair to ensure that each committee member is responsible for conducting at least one meeting
  - B. reminding committee members that they willingly agreed to serve on the committee and are jointly responsible for its success
  - C. identifying manageable, short-term goals and tasks and giving each committee member responsibility for achieving a specific goal or task
  - D. asking each committee member to develop and present to the rest of the group a set of recommendations about what to include in a plan
37. The leader of an elementary school's parent/guardian organization tells the school principal that many parents are concerned that teachers in the upper elementary grades are not assigning enough meaningful homework. Which of the following would be the best first step for the principal to take to address the concerns of parents/guardians?
- A. meeting individually with teachers to encourage them to provide students with more challenging homework assignments
  - B. recommending that the site council work with faculty and staff to develop general homework guidelines for each grade
  - C. creating a committee of teachers, parents, and staff to study the issue of homework and make recommendations
  - D. suggesting that the parent/guardian organization prepare a report on the homework issue and present it at a faculty meeting

38. Total Quality Management (TQM) is a model of organizational behavior that is based on the premise that people want to perform as best they can and it is management's job to help them do so. A school principal committed to the TQM approach to organizational behavior would most likely adopt which of the following practices?
- A. basing staff evaluation on the results of student assessments
  - B. establishing procedures for identifying the causes of organizational failures
  - C. developing a system of rewards to boost staff morale
  - D. breaking down barriers among different staff areas within the school organization
39. As part of an effort to increase teacher motivation and morale, a newly hired principal is planning to introduce a school improvement program based on collaborative styles of decision making. If the program is to be successful, it is most important that the principal:
- A. create a working climate based on openness, respect, and mutual responsibility.
  - B. establish criteria for assessing the specific contributions of individual staff members.
  - C. institute workshops for improving the problem-solving skills of staff members.
  - D. adopt a high directive/high support leadership style in staff meetings and other school forums.
40. A principal is meeting with members of the maintenance staff to devise ways of addressing growing concerns about various aspects of the school's physical plant. At which stage of the decision-making process would the principal likely find brainstorming most useful?
- A. establishing criteria for an optimal solution to the problem
  - B. assessing the appropriateness of alternative solutions to the problem
  - C. generating alternative solutions to the problem
  - D. evaluating the effectiveness of the solution or solutions chosen

41. A high school principal is preparing a report on the school's transportation program and has gathered information on the following: expenditures per pupil, number of pupils transported, distance traveled, bus capacities, hours of operation, population density, and projected changes in student enrollment. Which of the following software programs would best enable the principal to organize and interpret this data?
- A. desktop-publishing software
  - B. database software
  - C. presentation-graphics software
  - D. simulation software
42. Which of the following practices related to the budget process would be most effective in providing stakeholders with an overall understanding of how school funds are allocated?
- A. highlighting the areas of the budget where cost containment measures have been implemented
  - B. classifying expenditures in terms of school programs (e.g., general education, special education)
  - C. including in the budget an analysis of the cost effectiveness of various school programs
  - D. detailing all the expenditures that are planned, using a line-item budget
43. Midway through the fiscal year, a principal is informed that due to cutbacks in state funding the school budget will be reduced by fifteen percent. The principal must decide where to make cuts. Which of the following would be the most appropriate first step for the principal to take in responding to this unanticipated problem?
- A. Organize a meeting with staff members to determine which programs are essential to the school's mission.
  - B. Conduct a survey of students to find out which school services they use most frequently.
  - C. Ask the local parent-teacher organization to hold fund-raising events in support of school programs.
  - D. Develop a revised budget that reduces funding for all programs and services by an equal amount.

**Use the information below to answer the two questions that follow.**

Mr. Jefferson is the new principal of an elementary school that serves students in grades K–5. He has been asked to develop a preliminary budget for the upcoming school year.

44. Mr. Jefferson wishes to ensure that the budget is equitable for all students in the school. Which of the following strategies should he use to achieve this goal?
- A. calculating costs based on the amount of money provided per student at other elementary schools within the district
  - B. calculating an equal amount of money for each student in the school regardless of students' backgrounds
  - C. allocating more money per student for grades in which the Arizona Instrument to Measure Standards-Dual Purpose Assessment (AIMS-DPA) establishes accountability
  - D. allocating funds to programs based on students' characteristics and particular educational needs
45. Mr. Jefferson is informed by a parent volunteer group that they have raised over \$5,000 for the school library. When including this revenue in the budget, he should be aware that these funds should be:
- A. allocated entirely during the upcoming school year.
  - B. restricted in terms of their use.
  - C. held in a separate bank account.
  - D. processed by the library-media specialist.

46. Principals can best provide for the successful operation of a school's facilities maintenance program by doing which of the following?
- A. preparing and distributing instructional packets for the ongoing training of custodial staff
  - B. establishing a cooperative working relationship between members of the school's custodial and instructional staffs
  - C. ensuring that custodians place students' needs before the needs of faculty or staff
  - D. minimizing the amount of money spent on maintenance functions not directly related to the educational program
47. When a food service system is centralized at the district level, school principals are likely to be directly responsible for which of the following?
- A. serving meals that meet mandated nutritional requirements
  - B. ensuring that purchasing procedures comply with state and federal rules
  - C. providing storage space for federally donated foods
  - D. supervising and coordinating meal schedules
48. School principals are most directly responsible for which of the following elements of a school transportation program?
- A. establishing a safe place on school grounds where buses can pick up and drop off students
  - B. instituting and overseeing school bus safety classes for drivers
  - C. developing preventive maintenance procedures to ensure the safety and operational effectiveness of buses
  - D. ensuring that all bus stops on a route are adequately protected from traffic
49. A middle school principal has received a number of complaints from teachers about the problems they have encountered in arranging computer time for their students. The principal's most appropriate initial response to these complaints would be to:
- A. form a committee of teachers to establish priorities for the use of computer equipment.
  - B. investigate ways of obtaining funds for the purchase of additional computers.
  - C. talk with the staff member in charge of the computer lab to determine current scheduling practices.
  - D. create an equitable scheduling arrangement for the use of computers.

50. After a boiler explosion at a high school, the principal ensures that all facts about the accident are conveyed to students and staff as soon as they can be established. This is an appropriate response on the principal's part mainly because it:
- A. bolsters student and staff confidence in the ability of school personnel to respond effectively to a crisis.
  - B. demonstrates school administrators' commitment to maintaining a safe educational environment.
  - C. reduces the disruption to school activities likely to result from anxiety-inducing rumors about the accident.
  - D. decreases the likelihood that students and staff might pass along misinformation to the media.
51. An elementary school principal and the school's head custodian regularly conduct brief but thorough inspections of school grounds and facilities. Which of the following is likely to be the most important benefit of this practice?
- A. demonstrating to district leaders that the principal values a clean and orderly school environment
  - B. providing the site council with supporting documentation for a long-term facilities plan for the school
  - C. allowing the principal to identify needed maintenance and correct potential hazards in the school environment
  - D. reinforcing the principal's authority as supervisor of the school custodian

52. After hiring a number of first-year teachers, a principal decides to initiate a mentoring program in which each new teacher will be paired with a mentor teacher. The principal has arranged to provide the mentors with training in their new roles. The principal can best help ensure the success of the new program by taking which of the following additional actions?
- A. allocating time and resources to support program participants in establishing and maintaining their mentoring relationships
  - B. arranging to participate in meetings between the new teachers and their mentors on an occasional basis to monitor progress and problems
  - C. providing the mentors with available information about the educational and personal backgrounds of the teachers they will be mentoring
  - D. planning regular meetings with the new teachers to obtain feedback on their mentors and the status of their mentoring relationships
53. An elementary school principal needs to hire a new teacher for the following school year. The district's central office has given the principal a large number of applications to consider. Which of the following actions by the principal would be most appropriate for helping ensure an equitable and legally defensible hiring process?
- A. identifying a set of candidates to interview who reflect the demographic distribution of the students who attend the school
  - B. creating a uniform set of procedures and questions to use in identifying potential candidates and interviewing them
  - C. planning to interview all candidates from the applicant pool who meet a clearly defined minimum standard of acceptability
  - D. planning to include in each interview at least one staff member with a background similar to that of the candidate

**Use the information below to answer the three questions that follow.**

Ms. Martínez is the principal of Salt Creek Elementary School. As part of the annual faculty review process, she visits each teacher's classroom to observe several lessons. After the observations are complete, she meets with each teacher individually to discuss the lessons and the teacher's goals for professional development.

54. Ms. Martínez believes in a self-directed approach to supervising her staff members. According to this approach, she would most likely take which of the following steps during a meeting with a teacher after the classroom observations?
- A. Offer solutions about a particular problem that the teacher experienced during one of the lessons and ask the teacher for feedback about the suggestions.
  - B. Work with the teacher to develop a long-term plan for improving the teacher's instructional practices based upon the observations.
  - C. Have the teacher identify a specific aspect of the observed lessons that the teacher would like to improve and then ask the teacher questions to help clarify the underlying problem.
  - D. Brainstorm solutions with the teacher concerning a particular problem that the teacher had during the observed lessons.
55. Ms. Martínez observes a math lesson on addition with regrouping in Mr. Green's second-grade classroom. During the lesson, Mr. Green introduces how to use manipulatives (i.e., base-ten blocks) to represent the addends and sums in two- and three-digit addition problems. He then asks the students to work in pairs to solve several addition problems using the manipulatives. After several minutes of working in pairs, many students are off-task: some are constructing buildings out of the manipulatives and others are banging them together. During her observation of this lesson, Ms. Martínez should be aware that:
- A. students at this age are very curious, so they should be allowed time to explore with the manipulatives before using them for a specific task.
  - B. the manipulatives that were selected for the lesson are inappropriate for this type of arithmetic problem.
  - C. students at this age have difficulty sharing materials, so they should each have their own set of manipulatives during problem-solving activities.
  - D. the manipulatives are an unnecessary distraction to the lesson's content.

56. Which of the following principles should Ms. Martínez follow when guiding teachers to set goals for their professional development?
- A. Teachers should choose goals that they can pursue with colleagues.
  - B. Goals should be achievable within the school year.
  - C. Teachers should choose goals related to recent educational research.
  - D. Goals should relate directly to student learning.

57. A school principal plans to recommend nonrenewal of a teacher's contract due to inadequate performance over a prolonged period. The principal can best ensure that the recommendation will lead to the action he or she desires by using which of the following strategies?
- A. maintaining careful documentation of the teacher's poor performance and the school's efforts to improve the performance
  - B. including with the recommendation a narrative highlighting specific incidents and events representative of the teacher's inadequacies
  - C. soliciting support from other school staff who share the principal's concerns about the teacher's performance
  - D. citing published educational research to show how the behaviors exhibited by the teacher can be expected to affect students
58. Early in the school year Ms. Flanders, an elementary school principal, schedules individual conferences with teachers to begin the process of preparing for formal classroom observations. During this preliminary conference, it would be especially beneficial for the principal and teacher to:
- A. explore how the teacher's goals for classroom instruction relate to the educational goals of the school.
  - B. identify areas in which parents have stated that the teacher's instructional skills are weak.
  - C. direct the teacher to review summaries of current educational research regarding innovative teaching techniques.
  - D. prepare a detailed lesson plan for the teacher to follow during the upcoming observation.

59. In which of the following situations would it be most appropriate for an elementary school principal to recommend reevaluation of the school's science curriculum?
- A. The state is predicting a significant expansion of career opportunities in science-related fields during the next decade.
  - B. The school's site council has budgeted funds to begin purchasing new science textbooks.
  - C. The ethnic and socioeconomic composition of the school's student population has shifted in recent years.
  - D. The state and national standards for science education have been revised recently.
60. During a review of the school's mathematics curriculum, a committee of educators identifies and responds to gaps in the current curriculum. Which of the following would most likely be the primary benefit of this action?
- A. helping teachers plan mathematics instruction that is based on well-organized, clearly defined goals and objectives
  - B. helping teachers plan interdisciplinary units that enhance mathematics instruction by linking it with instruction in other content areas
  - C. ensuring that instruction will be appropriate for students with diverse backgrounds and needs
  - D. ensuring that students acquire the prerequisite knowledge and skills to benefit from subsequent instruction
61. In recent decades, which of the following factors has been most responsible for decisions to place greater emphasis on developing students' problem-solving and decision-making skills across the curriculum?
- A. increased media influence
  - B. changing occupational demands
  - C. increased educational accountability
  - D. changing inclusion practices

**Use the information below to answer the two questions that follow.**

Three years ago, 67 percent of eighth-grade students at Kennedy Middle School scored "falls far below" the statewide standards on the Arizona Instrument to Measure Standards-Dual Purpose Assessment (AIMS-DPA). After receiving these results, a committee consisting of the principal and several faculty members met for several weeks during the summer. They decided to adopt a new mathematics program that was more closely aligned with the statewide standards. Since the implementation of the new program, eighth-grade students have improved their report card grades in mathematics, but they have shown little improvement on the AIMS. The school principal decides to reconvene the mathematics committee to develop solutions to this problem.

62. Which of the following questions would likely be most important for the committee to consider in their investigation of the low AIMS scores in mathematics?
- A. How did eighth-grade students in other schools within the region perform on the mathematics portion of the AIMS?
  - B. How did eighth-grade students in other schools that use the same mathematics program perform on the AIMS?
  - C. Are classroom assessments and instruction aligned with the objectives on the AIMS as well as with the state standards?
  - D. Are students sufficiently prepared to succeed in mathematics classes at the high school level?
63. The committee recommends that teachers use computer technology to support mathematics instruction in the classroom. Students are likely to benefit most from instructional software that features:
- A. tutorial capabilities.
  - B. colorful graphics.
  - C. real-life sound effects.
  - D. game-like formats.

64. After reviewing student scores on a statewide assessment, a middle school principal determines that a significant proportion of students from diverse cultural backgrounds are not benefiting fully from the instruction they receive in their classes. The principal raises this concern in a faculty meeting and then asks the teachers to generate a list of ideas for strategies they can use in their classes to remedy the situation. Which of the following suggestions would be most appropriate to include in the list?
- A. Offer students flexibility in defining their own learning goals and determining how to achieve them.
  - B. Divide students into groups based on performance and implement varied curricula that are responsive to each group's strengths and needs.
  - C. Use examples that are likely to be familiar to all students to illustrate and clarify instructional content.
  - D. Focus instruction on basic knowledge and gradually incorporate higher-level learning after students master basic concepts.
65. A principal meets with the special education director to plan inservice training for all faculty on ways to promote the educational achievement of students with special needs. Which of the following topics would be especially useful to include in this training?
- A. diagnostic screening criteria and assessment procedures for students with special needs
  - B. state and national organizations that provide information and services to individuals with special needs
  - C. the causes and symptoms of a broad range of physical and mental disabilities
  - D. methods for adapting standard instructional strategies to accommodate students with special needs

**Use the information below to answer the two questions that follow.**

The principal of a high school is leading a committee of staff members, students, parents/guardians, and community members who are developing a community service program for high school juniors. Students will spend four hours each month volunteering at a local agency such as a food bank or homeless shelter.

66. The principal directs the committee to develop student goals and objectives for the new community service program. Which of the following long-term goals would be most appropriate as the primary goal for this program?
- A. Students develop a sense of social responsibility.
  - B. Students identify connections between academic pursuits and real-world applications.
  - C. Students are mentored by local community leaders.
  - D. Students learn how social service organizations are managed and operated.
67. The principal wants to ensure that students with special needs will also be able to benefit from participation in the new community service program. Which of the following steps should the principal take first to address this concern?
- A. Contact community service agencies to inform them that students with special needs will be participating in the program.
  - B. Visit each of the community service agencies to determine which activities are likely to be most challenging for students with special needs.
  - C. Invite special education teachers to a meeting to discuss how to accommodate students with special needs who will be participating in the program.
  - D. Ensure that the parents/guardians of students with special needs are kept informed about their child's participation in the program.

68. Classroom assessment can best promote student learning and achievement when educators use classroom assessment primarily to:
- A. evaluate student progress and modify instruction as needed.
  - B. extend the learning that occurs during instruction.
  - C. increase student motivation to learn and achieve academic success.
  - D. help students distinguish more and less significant instructional content.
69. In a school with a diverse student population, educators can best ensure that classroom assessment provides an accurate view of all students' learning by:
- A. designing assessments in ways that give students options in the questions they choose to answer.
  - B. focusing assessments on instructional content that is likely to be most challenging for students.
  - C. using flexible scheduling that enables students to determine when they are ready to be assessed.
  - D. using a variety of assessment methods to evaluate what students know and can do.
70. Standardized statewide criterion-referenced assessments facilitate educational accountability primarily by:
- A. providing information about students' progress toward achieving defined learning standards.
  - B. defining the knowledge and skills that students at various grade levels are expected to acquire across the curriculum.
  - C. providing a means for comparing school achievement among individual students.
  - D. clarifying the responsibilities of teachers, administrators, and other stakeholders in the educational process.

DECISION SET BEGINS HERE

Ms. Lewis has just been hired as the new principal for Sunview Elementary School. The school has approximately 800 students in grades K–5. Students come from diverse cultural and socioeconomic backgrounds, and over two-thirds are eligible for the federal school lunch program. Sunview has a record of low student achievement in the past several years. On the most recent administration of the Arizona Instrument to Measure Standards-Dual Purpose Assessment (AIMS-DPA), a majority of fourth graders scored "falls far below" the standards in math and a majority scored "approaches" the standards in reading and writing.

71. Which of the following steps should Ms. Lewis take first in analyzing the results of the AIMS-DPA?
- A. Compare the fourth-grade test data with that of other elementary schools within the school district to determine whether the problems are systemwide.
  - B. Review the third-grade test data from the previous year to determine whether there have been any significant changes in the performance of this group of students.
  - C. Compare the fourth-grade test data with the report card grades received by the school's fourth graders during the school year.
  - D. Disaggregate the test data for the entire school to determine the performance and needs of specific student groups.

When she begins working at the school, Ms. Lewis notices that teacher morale is very low. There is little interaction among faculty members during the school day and most teachers leave the building soon after the children are dismissed. Ms. Lewis decides to investigate the morale problem by meeting with each teacher individually, taking notes during each conference.

72. One concern that many of the teachers mention during their conferences with Ms. Lewis is the lack of community support for the school. Which of the following strategies would likely be most effective for Ms. Lewis to use in an effort to increase community support for Sunview Elementary?
- A. encouraging the school's parent-teacher organization to sponsor community outreach activities
  - B. holding meetings with various stakeholder groups to discuss ways of improving the school
  - C. working with local media to publicize the achievement of students and the contributions of teachers/staff
  - D. writing a letter to the editor of the local newspaper encouraging community involvement in the school
73. Ms. Lewis believes that students would benefit from increased interaction among teachers at the school. She decides to organize the faculty into instructional teams with two teams for each grade level. To support the development of these teams, it is most important for Ms. Lewis to:
- A. develop a set of goals and objectives for each team.
  - B. attend the first few meetings of each team.
  - C. provide collaboration time for each team.
  - D. appoint a veteran teacher to be the leader of each team.

When reflecting on her notes from her meetings with the teachers, Ms. Lewis decides that faculty members and other constituents need to reevaluate the school's vision. She asks teachers, parents/guardians, and community members to volunteer to serve on a committee to develop a new vision statement for the school.

74. In providing direction for this committee, Ms. Lewis should emphasize that effective vision statements focus on:
- A. celebrating the diversity of a community.
  - B. creating a sense of teamwork among teachers and students.
  - C. encouraging ongoing professional development.
  - D. developing high expectations for student learning.

75. Once the vision statement has been developed, Ms. Lewis makes a point of bringing a copy of the statement to all faculty meetings, site council meetings, and meetings with parents/guardians. She also has a copy of the vision statement posted in each classroom as well as in the library and at the school's front entrance. Increasing the visibility of the vision statement in these ways is an effective strategy for:
- A. encouraging stakeholders to collaborate in providing educational opportunities for students.
  - B. holding stakeholders accountable for student outcomes.
  - C. inspiring stakeholders to focus on the overall picture of what is important in the school.
  - D. enabling stakeholders to become more self-reflective.

DECISION SET ENDS HERE

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**DECISION SET BEGINS HERE**


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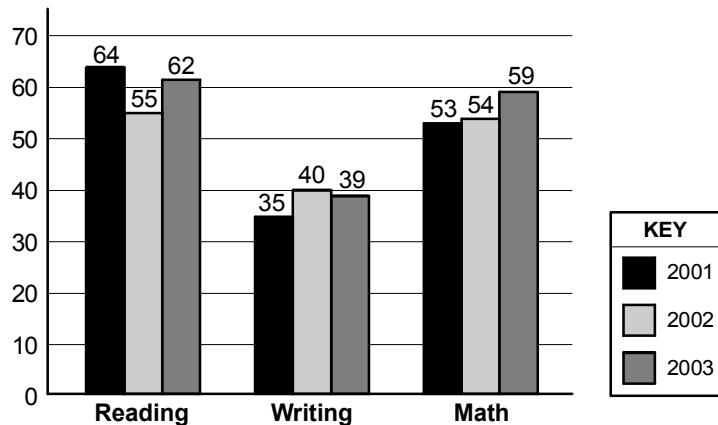
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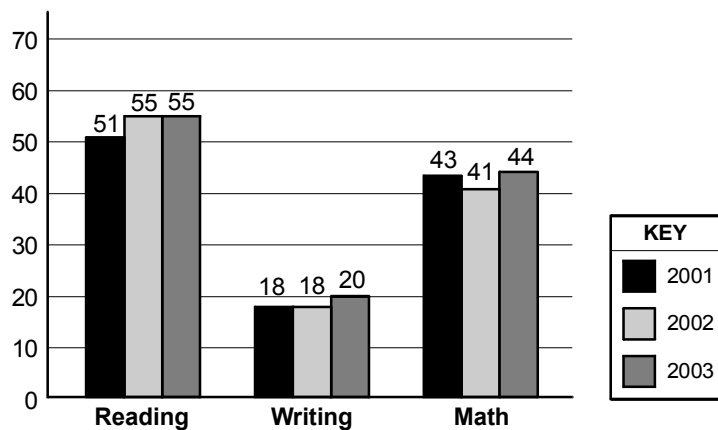
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Mr. Lopez, the principal of Cody Middle School, is analyzing the results of student performance on the Arizona Instrument to Measure Standards (AIMS). A sample of the results is shown below.

**AIMS 2001, 2002, and 2003—Grade 5  
Cody Middle School  
% Meeting—Exceeding for Reading, Writing, and Math**



**AIMS 2001, 2002, and 2003—Grade 8  
Cody Middle School  
% Meeting—Exceeding for Reading, Writing, and Math**



76. According to these test data, students at Cody Middle School showed the most improvement during the three-year time period in which of the following subjects?
- A. fifth-grade math
  - B. fifth-grade reading
  - C. eighth-grade math
  - D. eighth-grade reading
77. After analyzing the data from the AIMS, Mr. Lopez plans to write a memo summarizing the information for faculty members. He would like to use this memo to encourage teachers to set goals for improvement based on the results of the AIMS. Which of the following statements should he include in the summary for this purpose?
- A. Teachers will be held accountable for their students' below standards test scores.
  - B. Student progress and academics should be the top priority at the school.
  - C. Students need to be made aware of the impact of the test scores on their future career and educational plans.
  - D. Keep in mind that the data does not indicate improvements made by individual students.

After analyzing and presenting the data to the faculty, Mr. Lopez recommends to the school site council that writing should be a focus for improvement during the next three years. The site council agrees, and Mr. Lopez appoints a committee of language arts teachers to investigate potential writing programs for the school.

78. Which of the following should be the committee's primary consideration when evaluating various writing programs for use with Cody Middle School students?
- A. How long will it take to implement each program?
  - B. Have other schools in the district used any of the programs?
  - C. Are the programs supported by educational research?
  - D. What specialized materials are required to implement the programs?
79. After several weeks of reviewing various writing programs, the committee presents its recommendation to Mr. Lopez. In reviewing the information, he realizes that the new program will require substantial changes in instructional practices for many of the teachers. In this situation, which of the following steps would likely be most effective for Mr. Lopez to take in an effort to facilitate a smooth transition to the new program?
- A. Work with the committee to design a weekly progress report for teachers to submit to document their implementation of the new program.
  - B. Request that the committee develop a series of short-term goals for teachers to achieve during the implementation of the new program.
  - C. Develop a plan for providing teachers with ongoing professional development during the implementation of the new program.
  - D. Arrange for teachers to visit classrooms in other schools that have already implemented the new program.

Mr. Lopez asks the committee to present their recommendation for the new writing program to the other teachers in the school during a faculty meeting. During the meeting, several teachers express resistance to the new program, stating that most students receive high grades in their writing classes. They are also concerned that the new program will require a significant time commitment from teachers. Over the next few weeks, faculty members become firmly entrenched in two different groups: one group is enthusiastic about the new writing program and the other group is refusing to implement it.

80. Which of the following strategies would likely be most effective for Mr. Lopez to use in resolving this conflict?
- A. waiving participation in the program for teachers who agree to document their students' progress in writing, and the students demonstrate substantial improvement in writing without the program
  - B. implementing the new program schoolwide for one year on a trial basis, after which individual teachers may submit a written request to use a different method
  - C. giving the writing teachers the option of incorporating the program gradually, beginning with the aspects of the program with which they are most comfortable
  - D. proposing that the new program be piloted for the first year by teachers who support it and that the other teachers be provided time in which to observe and participate in lessons

DECISION SET ENDS HERE

**SAMPLE DIRECTIONS FOR THE CASE STUDY ASSIGNMENTS**

This section of the test consists of a case study followed by two performance assignments. The case study provides a hypothetical scenario of a situation relevant to the position of a principal. You will be asked to respond to the scenario in two assignments. Your response to each assignment should be of sufficient length to cover the topic in depth (500–800 words). You should use your time to plan, write, review, and edit your responses to the assignments.

Read the case study scenario and each assignment carefully before you begin to write. Think about how you will organize each of your responses.

The first assignment asks you to analyze the key issues involved in the situation. **Your response to the first assignment must be written in Written Response Booklet B.**

The second assignment asks you to propose and defend a plan of action for addressing the situation. **Your response to the second assignment must be written in Written Response Booklet C.**

You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your responses. However, your score will be based solely on the version of your response written in the written response booklets.

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response to each assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **CONTENT KNOWLEDGE:** accuracy and appropriateness in the application of content knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument in relation to the assigned topic

The performance assignments are intended to assess content knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit scorers to make a valid evaluation of your responses according to the criteria listed above. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Your written responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Write your response to **Case Study Assignment 1** in **Written Response Booklet B**.

Write your response to **Case Study Assignment 2** in **Written Response Booklet C**.

**SAMPLE PERFORMANCE CHARACTERISTICS AND SCORING SCALE  
FOR THE CASE STUDY ASSIGNMENTS**

**Performance Characteristics:**

|                   |   |
|-------------------|---|
| Purpose           | the extent to which the response achieves the purpose of the assignment |
| Content Knowledge | accuracy and appropriateness in the application of content knowledge    |
| Support           | quality and relevance of supporting details                             |
| Rationale         | soundness of argument in relation to the assigned topic                 |

**Scoring Scale:**

| Score Point | Score Point Description  |
|-------------|--|
| <b>4</b>    | <p><b>The "4" response reflects a thorough knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of content knowledge.</li> <li>• The supporting evidence is strong; there are high quality relevant examples.</li> <li>• The response reflects an ably reasoned argument in relation to the assigned topic.</li> </ul>             |
| <b>3</b>    | <p><b>The "3" response reflects an adequate knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of content knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned argument in relation to the assigned topic.</li> </ul>  |
| <b>2</b>    | <p><b>The "2" response reflects a limited knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of content knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned argument in relation to the assigned topic.</li> </ul> |
| <b>1</b>    | <p><b>The "1" response reflects a weak knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of content knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning in relation to the assigned topic.</li> </ul>                  |
| <b>U</b>    | <p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b></p>  |
| <b>B</b>    | <p><b>The written response form is blank.</b></p>  |

## Practice Case Study

**Read the following case study; then prepare a response according to the instructions given.**

Mr. Morris Szymanski was recently hired as principal of Cowling High School, a large suburban school. At the request of the school board, Mr. Szymanski agreed to review the current policy regarding the computation of grade point average (GPA) and class rank for high school students. Grade point average is currently determined by using grades from all courses that count as credit toward graduation. Grades in certain courses (e.g., honors, talented and gifted, advanced placement) are weighted so that students receive additional grade points for taking these courses. Class ranking is then calculated based on GPA, and the student with the highest GPA is named valedictorian. "This system has caused some problems," the superintendent tells Mr. Szymanski. "Some of our top students apparently avoid taking potentially very valuable courses because they're afraid they'll lower their GPAs."

Mr. Szymanski's first step was to confer with the school's guidance counselor, Ms. Moore. She also expressed concern about the current system. "We've got some of our brightest students taking noncredit courses or activities such as being an office aide instead of signing up for electives like computers, accounting, debate, journalism, or theater arts," she told Mr. Szymanski. "They know that grades in these unweighted courses could lower their GPAs and affect their class ranking, which in turn could affect their chances of getting into college. It's hard to blame them."

Having determined that a problem did exist, Mr. Szymanski's next step was to ask Ms. Moore to serve on a committee composed of the assistant principal, two teachers, and two students. This committee met weekly for several months. They researched the grade-weighting and rank-in-class policies used by other school districts across the state. They also met with college admissions representatives to understand more fully how colleges use these data in making admissions decisions. At the end of this process, the committee recommended that the district consider a system that determined class rank and grade point average separately. Under the proposed plan, only core courses such as math, English, social studies, and science would be used to determine class rank. For ranking purposes, grades in these courses would continue to be weighted, depending upon the level of difficulty (i.e., basic, regular, or honors), and class rank would continue to be used as the criterion for determining the class valedictorian. However, student grade point averages would be calculated separately, using a simple unweighted 4.0 system and counting all courses approved for credit by the state.

Having been kept apprised of the committee's progress by the assistant principal, Mr. Szymanski accepted the committee's final recommendation and forwarded it to the school board for approval. Response to the plan was initially positive. Several students and teachers at Cowling pointed out that the plan encouraged students to take a variety of electives, as doing so would not damage their class ranking. "For the first time I feel like I have access to a whole lot of courses that I couldn't risk taking before," one student told Mr. Szymanski. "I can't wait to take psychology. Plus it's a relief to know that every course I take doesn't have to be as intense and demanding as an honors class. I can take some things just because they interest me. And I also get to interact with a lot of other kids I've never taken a class with before."

Increasingly, however, Mr. Szymanski encountered criticism from various segments of the community. First, he heard from a number of parents who voiced concerns about the unweighted GPA. "The GPA is still the principal indicator of how a student does in school," one parent told Mr. Szymanski. "We moved into this district precisely because it did weigh GPAs. At our previous school a lot of brilliant kids did not take honors courses because the other classes were easier. You tell me, if an A counts the same in a regular class as it does an honors class, which class are most kids going to wind up in?"

Many parents and school professionals were also unconvinced by the argument that college admissions standards are based more on class ranking than GPA. "Class rank is very controversial," the local newspaper quoted one educational consultant as stating. "It's totally relative and it's affected by all sorts of things, like the quality of the other students in the school. A student's grades are still the most important predictor of future success—more so than SAT scores, more so than rank in class." In addition, this public discussion of class ranking drew the attention of other Cowling parents, who felt that the measure reflected the district's tendency to accommodate its college-bound students at the expense of other students. "Remember, if there are 250 students in the class, somebody knows he's number 250," a caller told Mr. Szymanski. "And that's not good. Is ranking students really a sound educational practice?"

Finally, Mr. Szymanski receives a phone call from the superintendent. "I know that you've been hearing a lot of this negative public reaction," he tells Mr. Szymanski. "So has Ms. Moore. Where do we stand with your proposal?"



## Practice Case Study Assignment 1

Write an essay of 500–800 words in which you analyze the issues and actions in this case study. In your essay:

- identify the key issues and responsibilities of the educator(s) involved in this situation, and explain the significance of the issues and responsibilities you have identified; and
- critique Mr. Szymanski's performance—identify what he did well, what he did poorly, and/or what he failed to do, and explain your reasoning.

### Sample Case Study Assignment 1 Response: Score Point 4

The key issues in this scenario are solving the problem related to the current methods of calculating the GPA and class ranking, organizing a committee to research the problem and develop a more efficient plan, and counteracting the negative reaction that the plan is receiving.

In solving the first issue, it is the responsibility of the principal to become better informed about the existing problem. He should study the old policy to determine its strengths and weaknesses. He should seek information from colleges and universities as well as from on-campus experienced administrators/specialists. His research is significant because he cannot solve a problem unless he thoroughly understands it. Understanding this problem and solving it is important because it affects the educational opportunities of most of the students on his campus. Many are not taking valuable courses for fear of lowering their GPA.

The next key issue is the appointment of a committee to help with the problem and to develop a fair and more efficient method of calculating the GPA/class rank. Committee selection is significant in that the members selected will determine the success or failure of the new policy. It is the responsibility of the principal to appoint members to the committee from all segments of the community. The committee must have a broad base in order to gain the needed support. The principal must provide good leadership, clearly outline the task, and help to organize the committee. He must also provide time, materials, and resources necessary to complete the task. Another key issue is the negative feedback that he is receiving upon implementation of the policy. How well he handles the negative responses will determine the success of the new policy. The key factor in this issue is communication. He is responsible for communicating the plan/policy to all parts of the community. He should use memos, newsletters, letters, meetings, and the media to present the plan. He should develop a PR program to communicate the policy before its implementation. Counteracting negative reactions is of significant importance because if those responses continue to escalate, the plan is destined for failure.

Mr. Szymanski did several things well.

- He sought advice from the guidance counselor. She had more experience with GPA/class rank.
- He appointed a committee to do research and to devise a plan.
- He encouraged research of local policies. This would give the committee an idea of the strengths/weaknesses of the existing policy.
- He provided adequate time for the committee to complete their work (several months).
- He monitored the program through his assistant principal.
- He delegated responsibility to the committee by allowing them to formulate the plan.
- He allowed the committee to make the final recommendation. This showed his confidence in them. This act will make it easier to gain cooperation from other committees that he may appoint later.

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**Sample Case Study Assignment 1 Response: Score Point 4 (continued)**

In some areas, Mr. Szymanski fell short.

- He failed to review the existing policy objectively. He could have used this information in planning the new policy.
- His investigation was limited. He took the word of the superintendent and counselor and failed to research the problem adequately. The more you know about a problem, the easier it is to solve.
- His leadership was limited or lacking. He should have played a more active role with the committee. He did not clearly outline his expectations.
- He appointed a committee that was too limited in scope. There were no community members or parents on the committee. The plan will have to be "sold" to the parents/public; therefore, they need to be involved in the planning process.
- He should have used the SBM committee to review the plan before submitting it for approval. They could have given him valuable feedback as well as professional staff support for the plan.
- He or the committee should have consulted with on-staff specialists (counselors, curriculum specialists, other administrators, central office personnel).
- He failed to anticipate the negative responses from the community. Had he anticipated these reactions, he could have taken measures to alleviate them. He could have answered the concerns publicly ahead of time.
- His greatest mistake was failure to communicate effectively with the public. Evidently, he did not notify the parents and other stakeholders before implementation (definitely no notification before submission to the superintendent). Meetings, memos, letters, newsletters, and press releases could have been used to make all interested parties aware of the new policy. Some information should have been released before submitting the policy to the superintendent for approval. This way the plan could have been altered, if needed, and could have included ideas or modifications that would have addressed the concerns/criticisms that have created the negative responses from parents and other school professionals.

## **Practice Case Study Assignment 2**

Write an essay of 500–800 words in which you describe what the principal should do next to resolve this situation. Identify specific steps, explaining why each is important and what you would consider to be the ideal outcome.

**Sample Case Study Assignment 2 Response: Score Point 4**

In this scenario, Mr. Szymanski, principal of Cowling High School, has requested the adoption of a new policy relating to GPA and class ranking. The policy was recommended by a select committee and approved by the superintendent. Since going into effect, the plan has received much criticism from many parents and other school professionals. Criticism ranges from views that the plan favors college-bound students over non-college-bound students to the different values that colleges and universities place on the GPA or on class rank.

The next thing that Mr. Szymanski should do is to investigate the possibility that these concerns are valid. He should review the old policy to compare its strengths and weaknesses with the newly adopted policy. He should seek input from his faculty and curriculum specialists, as well as from guidance counselors. Mr. Szymanski should hear from some of the parents with negative views as well as from those with positive views. He should also view policies from neighboring schools.

Armed with this information, he should reconvene his original committee. All of the information gathered should be presented to the committee. Mr. Szymanski should ask them to evaluate the program. If no evaluation document has been prepared, the committee should be asked to develop one. He should stress to the committee that they not be defensive about the plan. They should be very objective in preparing the evaluation document.

After developing a document, the committee and Mr. Szymanski should complete the evaluation process. If this process indicates that it is necessary to revise the plan, then the planning process should start over.

Mr. Szymanski should

- inform the superintendent of his plans;
- reconvene and expand the committee by placing representatives from each segment of the community on the committee;
- take an active part in the revision process by either becoming a member of the committee or by acting as the facilitator;
- establish lines of communication with his faculty, the SBM committee, the administration, students, parents, and the public in general;
- establish time lines for completing the revised plan;
- receive and review the completed version;
- present the revised plan to the superintendent for input;
- present the revised plan to the faculty for their input;
- publicize before requesting final approval. Speak to the PTA, civic clubs, senior citizens, etc.;
- allow for changes to be made after hearing from the concerned parties;
- finalize the revised plan with the help of the committee;
- present the revised plan to the superintendent and the Board of Trustees for approval;
- establish time lines for implementation of the revised plan (school year 2001-2002); and

*(continued on next page)*

**Sample Case Study Assignment 2 Response: Score Point 4 (continued)**

- establish time lines for evaluation and revision (after one year and each year thereafter).

Each step is important in that it involves more people in the decision-making process. Since more people have had input into developing the newly revised plan, there will be more supporters when the plan goes into effect. Improved communication is woven into each step. A better informed public is more willing to "buy into" a new program. There will be less misinformation and gossip circulated about the revised plan. Soliciting the support of community groups (PTA, civic clubs, senior citizens) will provide a broad base of support.

The ideal outcome of revising the plan through the steps described would be one in which all parties support the plan and are satisfied with the revision. It is usually impossible to please everyone; but if all parties have been heard and given opportunities to give input during the planning process, then they will usually be less vocal when the plan is implemented.

**SAMPLE DIRECTIONS FOR THE EDUCATIONAL ISSUE AND WORK PRODUCT ASSIGNMENTS**

This section of the test consists of two performance assignments: an Educational Issue Assignment and a Work Product Assignment. Your response to each assignment should be of sufficient length to cover the topic in depth (500–800 words). You should use your time to plan, write, review, and edit your responses to the assignments.

Read each assignment carefully before you begin to write. Think about how you will organize each of your responses. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your responses. However, your score will be based solely on the version of your responses written in the written response booklets.

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

The Educational Issue Assignment asks you to describe and analyze a controversial educational issue. **Your response to the Educational Issue Assignment must be written in Written Response Booklet B.** Your response to the Educational Issue Assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **CONTENT KNOWLEDGE:** accuracy and appropriateness in the application of content knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument in relation to the assigned topic

The Work Product Assignment asks you to provide a work product sample in the form of a memo or an article on an educational topic relevant to the position of a school administrator. **Your response to the Work Product Assignment must be written in Written Response Booklet C.** Your response to the Work Product Assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **CONTENT KNOWLEDGE:** accuracy and appropriateness in the application of content knowledge
- **CLARITY AND ORGANIZATION:** the extent to which the response is clear and well organized

The performance assignments are intended to assess content knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit scorers to make a valid evaluation of your responses according to the criteria listed above. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Your written responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Write your response to the **Educational Issue Assignment** in **Written Response Booklet B**.

Write your response to the **Work Product Assignment** in **Written Response Booklet C**.

**SAMPLE PERFORMANCE CHARACTERISTICS AND SCORING SCALE  
FOR THE EDUCATIONAL ISSUE ASSIGNMENT**

**Performance Characteristics:**

|                   |   |
|-------------------|---|
| Purpose           | the extent to which the response achieves the purpose of the assignment |
| Content Knowledge | accuracy and appropriateness in the application of content knowledge    |
| Support           | quality and relevance of supporting details                             |
| Rationale         | soundness of argument in relation to the assigned topic                 |

**Scoring Scale:**

| Score Point | Score Point Description  |
|-------------|--|
| <b>4</b>    | <p><b>The "4" response reflects a thorough knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of content knowledge.</li> <li>• The supporting evidence is strong; there are high quality relevant examples.</li> <li>• The response reflects an ably reasoned argument in relation to the assigned topic.</li> </ul>             |
| <b>3</b>    | <p><b>The "3" response reflects an adequate knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of content knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned argument in relation to the assigned topic.</li> </ul>  |
| <b>2</b>    | <p><b>The "2" response reflects a limited knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of content knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned argument in relation to the assigned topic.</li> </ul> |
| <b>1</b>    | <p><b>The "1" response reflects a weak knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of content knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning in relation to the assigned topic.</li> </ul>                  |
| <b>U</b>    | <b>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b>   |
| <b>B</b>    | <b>The written response form is blank.</b>   |

## Practice Educational Issue Assignment

**For this assignment, you will be asked to describe and analyze both sides of the controversial educational issue below. Your response will be scored on the basis of your knowledge of the issue and the strength of your reasoning.**

In a response of 500–800 words:

- describe and analyze **both sides** of the following educational issue; and
- present reasons and appropriate examples to support your analysis.

**The issue: Should students have access to the Internet on school computers?**

### Sample Educational Issue Assignment Response: Score Point 4

The issue: Should students have access to the Internet on school computers?

The supporters of this issue expound upon the vast amount of information and resources available to the user, while others point to the financial burden and to the possibility of illegal activities occurring.

In viewing the positive side, it is impossible to overlook the fact that the Internet gives access to many resources, provides links to almost anywhere, and provides answers to most questions.

Distance learning programs are available. University professors can bring advanced placement or college level courses to the local campus. Distance learning allows for communication between the local school and a selected university or technical school. Students can see, hear, and communicate with university instructors as well as with instructors on campus or with those at another local school. Instructors are able to teach courses on more than one campus. This aspect has financial benefits to the school and student.

Students can search for information relating to universities and technical schools. Career possibilities can be explored by viewing materials from federal, state, and local governments. Businesses and industries also provide career information.

"Chat rooms" can be made available that provide opportunities to exchange ideas with students nationwide or even worldwide. An e-mail address allows students to receive messages and other information.

Students can create high-quality publications with professional illustrations. Students' communication with their elected officials is another valuable tool. They can express their opinions on political issues and gain other information.

There may be just as many negative issues as there are positive. The school's legal liability may be the most important. The school could be held responsible for illegal acts or financial obligations committed by a student. Schools would have to develop strict policies that would direct the liability to the student and their parents.

Financial obligations to the school would need to be evaluated. Internet services may be costly. Schools would need computer experts to install, maintain, advise, and monitor usage. Service contracts with local providers are available, but an on-campus expert would be preferred.

Direct supervision of students is necessary. It would be a financial burden to the school to provide teachers in all areas where students can access the Internet.

Personal contact information with other users would have to be limited (no addresses, phone numbers, or photos). The Internet should not be used to arrange meetings. There are instances where individuals, usually adults, have arranged meetings with students for the purpose of child abuse, kidnapping, and child pornography.

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**Sample Educational Issue Assignment Response: Score Point 4 (continued)**

Other illegal activities have occurred. Students have gained access to other systems. They have logged in to other users' accounts or files. Recently a student logged in to a school's administrative files.

Students may attempt to disrupt computer systems or to destroy data by spreading computer viruses. They view this as a practical joke and fail to realize the damage involved. Accidental spread of a virus is also possible.

Some students send obscene, threatening, or disrespectful language. Personal attacks or racial remarks may be transmitted. Other users may be harassed or sent unwanted messages. False or defamatory information may be sent relating to people, schools, or organizations.

Copyright restrictions may be violated. Plagiarized information may be represented as students' own work. Students may purchase papers and submit them as their own work.

Students sometimes intentionally or accidentally access profane or obscene material. Recently a student was apprehended printing and selling pornography that he had obtained from the school's computer. Material that advocates violence or discrimination may be accessed. Hate literature, Nazi literature, bomb-making instructions, drug-making formulas, and other inappropriate material are accessible.

The issues are very controversial. Some say that students' rights are involved as well as educational opportunities. The best solution would probably be one in which students have limited access. Many schools have arranged for their libraries to have computers available that have many resources and vast amounts of information available without accessing the Internet. Students may obtain needed information without close supervision.

These same schools provide computer rooms where Internet access is available. These rooms have teachers that monitor students when they are using the Internet. Parental permission is required for Internet use.

This plan seems to be the one that would be most effective. Students would have access to the Internet, but they would have adequate supervision. The legal liability of the school would be eased, as would some of the financial burden, since all computers would not have to be supervised.

**SAMPLE PERFORMANCE CHARACTERISTICS AND SCORING SCALE  
FOR THE WORK PRODUCT ASSIGNMENT**

**Performance Characteristics:**

|                          |   |
|--------------------------|---|
| Purpose                  | the extent to which the response achieves the purpose of the assignment |
| Content Knowledge        | accuracy and appropriateness in the application of content knowledge    |
| Clarity and Organization | the extent to which the response is clear and well organized            |

**Scoring Scale:**

| Score Point | Score Point Description  |
|-------------|--|
| <b>4</b>    | <p><b>The "4" response reflects a thorough knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of content knowledge.</li> <li>• The response is clear and well organized.</li> </ul>                    |
| <b>3</b>    | <p><b>The "3" response reflects an adequate knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of content knowledge.</li> <li>• The response is generally clear and adequately organized.</li> </ul>     |
| <b>2</b>    | <p><b>The "2" response reflects a limited knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of content knowledge.</li> <li>• The response is somewhat unclear and disorganized.</li> </ul> |
| <b>1</b>    | <p><b>The "1" response reflects a weak knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of content knowledge.</li> <li>• The response is unclear and poorly organized.</li> </ul>                          |
| <b>U</b>    | <p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b></p>  |
| <b>B</b>    | <p><b>The written response form is blank.</b></p>  |

## Practice Work Product Assignment

**For this assignment, you will be asked to write a memo or an article on an educational topic relevant to the position of a school administrator. Your response will be scored on the basis of your knowledge of the topic and the clarity and appropriateness of the presentation.**

You are a school principal. You have appointed a team of faculty, staff, parents, and community members to develop a plan for evaluating and improving the school's use of community resources.

In a response of 500–800 words, write a memo to the members of the team. In your memo, you should:

- explain key issues involved in developing and/or implementing such a plan;
- identify two specific steps that should be included in the plan; and
- describe your role as principal in developing and implementing the plan.

**Sample Work Product Assignment Response: Score Point 4**

Date: September 8, 2000  
From: Marvin Harris, Principal  
To: Members of the School Improvement Team  
Subject: Developing a Plan to Improve Compton H.S. Use of Existing Community Resources.

Dr. Ben Applegate, Superintendent of CISD, is interested in making full use of the resources available in our community. We have many untapped resources available, and our citizens are willing and able to provide us with facilities and services that will enhance our educational programs.

The key issues in developing a plan will be communicating our needs to the community, locating resources and their availability, setting time lines for completion, and providing a means to evaluate the plan.

Community awareness of our needs is vitally important. Without community support and cooperation, our plan will be destined to failure. We should use the local media, school newspapers, presentations, and local meetings to get our message across. If the public is aware of what we need and why we need it, we will gain their full cooperation.

Locating resources and their availability is equally important. Individuals and groups will identify available resources and possibly volunteer their use. We must locate resources and determine their availability before we can secure those resources for school use.

Setting a time line is also important. Time lines provide goals and a guideline for reaching those goals. The team will set time lines for each phase of plan development but will have a projected completion date of March 2001.

The final key issue in the plan is to provide a process for evaluation after implementation. Evaluation may come from surveys of students and teachers that are using the community resources as well as from people or organizations that are providing those resources. Personal interviews and written surveys should be valuable in the evaluation process. Evaluation may be followed by revision if necessary.

The first step in developing a plan will involve investigating available resources. Asst. Principal John Chee will facilitate the selection of groups to locate facilities and human resources.

Suggested Facilities for Consideration

- City swimming pools
- Hays County Museum
- City library
- Local hospital
- Local banks
- Lions Club Athletic Complex—soccer fields
- Softball fields

*(continued on next page)*

### Sample Work Product Assignment Response: Score Point 4 (continued)

- Picnic areas
- Pavilions
- Walk/Jog trails
- Hays County Expo. Center—auditorium
- Stock show arena
- Ice skating arena
- Court House—County offices
- County courts
- Local businesses—Ameri Tec Transportation
- Bowfin Marina
- Central Arizona Word Processing
- Hays County College

#### Suggested People and Organizations as Resources

- Senior Citizens—Calloway Elementary School uses senior citizens in their K-2 reading program. They are willing to do more.
- Elected and appointed city and county officials
- Bankers, business leaders, medical profession, etc.
- Civic organizations—Lions Club, Optimist, Rotary, Mason
- School-related organizations—PTA, School Booster Clubs

Do not feel limited to only these sources. There are many others available. Feel free to use them.

The next step will be to develop the time line with dates for organization, investigation, and completion. The time line agenda will be determined by the team, with the final draft to be submitted in March 2001.

Mr. Chee will keep me posted on the progress of the plan. I would like to meet with the team on occasion to monitor progress and to provide additional information if needed. Please schedule at least two meetings with me during this activity. Check my calendar for availability.

My role in this activity will be one of support for the team. I will

- select a team to develop the plan,
- provide adequate time and resources to develop the plan,
- provide opportunities for team members to visit other districts,
- provide current literature on the topic at state and national levels,
- secure resource persons/specialists if needed,
- provide guidance to individuals and groups as requested,
- meet periodically with the team to monitor progress and give assistance,
- review the plan on completion,
- present a final draft to the superintendent and the Board of Trustees,
- bring about implementation of the plan in the 2001-2002 school year, and
- provide adequate time for evaluation and revision after the plan is implemented.

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**Sample Work Product Assignment Response: Score Point 4 (continued)**

The development of this plan should provide additional resources to meet the educational needs of our students. This activity will be a challenge to all team members. Your efforts will be appreciated, and the educational opportunities for our students will be greatly enhanced.

Marvin Harris  
Principal

# ANSWER KEY

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## Field 81: Principal

| Question Number | Correct Response | Objective   |
|-----------------|------------------|---|
| 1.              | B                | Understand how the mission of the educational organization is developed and promoted.   |
| 2.              | C                | Apply principles of management and organizational behavior in problem solving, decision making, and organizational development. |
| 3.              | A                | Understand how the mission of the educational organization is developed and promoted.   |
| 4.              | B                | Understand how to sustain a climate of innovation and change in the educational organization.                                   |
| 5.              | D                | Understand how to sustain a climate of innovation and change in the educational organization.                                   |
| 6.              | A                | Understand strategies for promoting professional development in the educational organization.                                   |
| 7.              | C                | Understand strategies for promoting professional development in the educational organization.                                   |
| 8.              | C                | Understand how to promote equity in educational programs.   |
| 9.              | D                | Understand how to promote equity in educational programs.   |
| 10.             | B                | Understand how to promote equity in educational programs.   |
| 11.             | B                | Understand how to promote equity in educational programs.   |
| 12.             | D                | Understand how to encourage and support teamwork to promote the mission of the educational organization.                        |
| 13.             | C                | Understand strategies for promoting professional development in the educational organization.                                   |
| 14.             | B                | Understand how to encourage and respond to feedback from members of the educational and local community.                        |
| 15.             | C                | Understand and ensure compliance with Arizona and federal statutes and regulations.   |
| 16.             | B                | Understand and ensure compliance with Arizona and federal statutes and regulations.   |
| 17.             | A                | Understand and ensure compliance with Arizona and federal statutes and regulations.   |
| 18.             | B                | Understand and ensure compliance with Arizona and federal statutes and regulations.   |
| 19.             | B                | Understand how to formulate policies and work effectively with educational policymakers.  |
| 20.             | D                | Understand how to formulate policies and work effectively with educational policymakers.  |
| 21.             | A                | Understand how to formulate policies and work effectively with educational policymakers.  |

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| <b>Question Number</b> | <b>Correct Response</b> | <b>Objective</b>  |
|------------------------|-------------------------|---|
| 22.                    | <b>C</b>                | Understand how to formulate policies and work effectively with educational policymakers.  |
| 23.                    | <b>B</b>                | Understand how to formulate policies and work effectively with educational policymakers.  |
| 24.                    | <b>B</b>                | Understand the use of effective communication strategies to build support for improving the learning environment.               |
| 25.                    | <b>D</b>                | Understand strategies for promoting professional development in the educational organization.                                   |
| 26.                    | <b>A</b>                | Understand how the mission of the educational organization is developed and promoted.   |
| 27.                    | <b>B</b>                | Understand the use of effective communication strategies to build support for improving the learning environment.               |
| 28.                    | <b>A</b>                | Understand the use of effective communication strategies to build support for improving the learning environment.               |
| 29.                    | <b>A</b>                | Understand how to encourage and respond to feedback from members of the educational and local community.                        |
| 30.                    | <b>D</b>                | Understand how to encourage and respond to feedback from members of the educational and local community.                        |
| 31.                    | <b>D</b>                | Understand how to encourage and respond to feedback from members of the educational and local community.                        |
| 32.                    | <b>B</b>                | Understand how to promote equity in educational programs.   |
| 33.                    | <b>A</b>                | Apply principles of effective human resource management.  |
| 34.                    | <b>D</b>                | Understand how to encourage and respond to feedback from members of the educational and local community.                        |
| 35.                    | <b>C</b>                | Understand and ensure compliance with Arizona and federal statutes and regulations.   |
| 36.                    | <b>C</b>                | Understand how to encourage and support teamwork to promote the mission of the educational organization.                        |
| 37.                    | <b>C</b>                | Understand how to encourage and support teamwork to promote the mission of the educational organization.                        |
| 38.                    | <b>D</b>                | Apply principles of management and organizational behavior in problem solving, decision making, and organizational development. |
| 39.                    | <b>A</b>                | Apply principles of management and organizational behavior in problem solving, decision making, and organizational development. |
| 40.                    | <b>C</b>                | Apply principles of management and organizational behavior in problem solving, decision making, and organizational development. |
| 41.                    | <b>B</b>                | Apply principles of management and organizational behavior in problem solving, decision making, and organizational development. |

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| <b>Question Number</b> | <b>Correct Response</b> | <b>Objective</b>  |
|------------------------|-------------------------|---|
| 42.                    | <b>B</b>                | Understand public school finance and financial management.  |
| 43.                    | <b>A</b>                | Understand public school finance and financial management.  |
| 44.                    | <b>D</b>                | Understand public school finance and financial management.  |
| 45.                    | <b>B</b>                | Understand public school finance and financial management.  |
| 46.                    | <b>B</b>                | Understand school physical plant management and the management of school services.                        |
| 47.                    | <b>D</b>                | Understand school physical plant management and the management of school services.                        |
| 48.                    | <b>A</b>                | Understand school physical plant management and the management of school services.                        |
| 49.                    | <b>C</b>                | Understand school physical plant management and the management of school services.                        |
| 50.                    | <b>C</b>                | Understand school physical plant management and the management of school services.                        |
| 51.                    | <b>C</b>                | Understand school physical plant management and the management of school services.                        |
| 52.                    | <b>A</b>                | Apply principles of effective human resource management.  |
| 53.                    | <b>B</b>                | Apply principles of effective human resource management.  |
| 54.                    | <b>C</b>                | Apply principles of effective human resource management.  |
| 55.                    | <b>A</b>                | Understand principles and characteristics of instruction designed to promote student achievement.         |
| 56.                    | <b>D</b>                | Understand strategies for promoting professional development in the educational organization.             |
| 57.                    | <b>A</b>                | Apply principles of effective human resource management.  |
| 58.                    | <b>A</b>                | Apply principles of effective human resource management.  |
| 59.                    | <b>D</b>                | Understand principles and characteristics of curriculum planning, design, implementation, and evaluation. |
| 60.                    | <b>D</b>                | Understand principles and characteristics of curriculum planning, design, implementation, and evaluation. |
| 61.                    | <b>B</b>                | Understand principles and characteristics of curriculum planning, design, implementation, and evaluation. |
| 62.                    | <b>C</b>                | Understand principles and characteristics of curriculum planning, design, implementation, and evaluation. |
| 63.                    | <b>A</b>                | Understand principles and characteristics of instruction designed to promote student achievement.         |

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| <b>Question Number</b> | <b>Correct Response</b> | <b>Objective</b>  |
|------------------------|-------------------------|---|
| 64.                    | <b>C</b>                | Understand principles and characteristics of instruction designed to promote student achievement.                 |
| 65.                    | <b>D</b>                | Understand principles and characteristics of instruction designed to promote student achievement.                 |
| 66.                    | <b>A</b>                | Understand principles and characteristics of instruction designed to promote student achievement.                 |
| 67.                    | <b>C</b>                | Understand principles and characteristics of curriculum planning, design, implementation, and evaluation.         |
| 68.                    | <b>A</b>                | Understand principles, purposes, and methods of student assessment.   |
| 69.                    | <b>D</b>                | Understand principles, purposes, and methods of student assessment.   |
| 70.                    | <b>A</b>                | Understand principles, purposes, and methods of student assessment.   |
| 71.                    | <b>B</b>                | Understand principles, purposes, and methods of student assessment.   |
| 72.                    | <b>B</b>                | Understand the use of effective communication strategies to build support for improving the learning environment. |
| 73.                    | <b>C</b>                | Understand how to encourage and support teamwork to promote the mission of the educational organization.          |
| 74.                    | <b>D</b>                | Understand how the mission of the educational organization is developed and promoted.                             |
| 75.                    | <b>C</b>                | Understand how the mission of the educational organization is developed and promoted.                             |
| 76.                    | <b>A</b>                | Understand principles, purposes, and methods of student assessment.   |
| 77.                    | <b>B</b>                | Understand the use of effective communication strategies to build support for improving the learning environment. |
| 78.                    | <b>C</b>                | Understand how to sustain a climate of innovation and change in the educational organization.                     |
| 79.                    | <b>C</b>                | Understand how to sustain a climate of innovation and change in the educational organization.                     |
| 80.                    | <b>D</b>                | Understand how to encourage and support teamwork to promote the mission of the educational organization.          |

# PREPARATION RESOURCES

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## Field 81: Principal

The resources listed below may help you prepare for the AEPA test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

### Journals

*Educational Leadership*, Association for Supervision and Curriculum Development

*Principal*, National Association of Elementary School Principals

### Other Resources

Bolman, L. G., and Deal, T. E. (2002). *Reframing the Path to School Leadership*. Thousand Oaks, CA: Corwin Press, Inc.

Danielson, C. (2002). *Enhancing Student Achievement: A Framework for School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gabriel, J. G. (2005). *How to Thrive as a Teacher Leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

Greene, R. L. (2005). *Practicing the Art of Leadership: A Problem-Based Approach to Implementing the ISLLC Standards*. Second Edition. Upper Saddle River, NJ: Prentice Hall.

Kouzes, J., and Posner, B. (2002). *The Leadership Challenge*. Third Edition. San Francisco, CA: Jossey-Bass.

Lambert, L. (2003). *Leadership Capacity for Lasting School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Martin, G., Wright, W., and Danzig, A. (2003). *School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience*. Larchmont, NY: Eye on Education.

Marzano, R., Pickering, D., and Pollack, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

*National Association of Elementary School Principals*. (2001). *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do*. Alexandria, VA: National Association of Elementary School Principals.

Reeves, D. (2004). *Accountability for Learning: How Teachers and School Leaders Can Take Charge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiseman, D., Knight, S., and Cooner, D. (2004). *Becoming a Teacher in a Field-Based Setting: An Introduction to Education and Classrooms*. Second Edition. Belmont, CA: Wadsworth Publishing.

Zepeda, S. J. (2003). *The Principal as Instructional Leader: A Handbook for Supervisors*. Larchmont, NY: Eye on Education.

### Online Sources

*Association for Supervision and Curriculum Development*, <http://www.ascd.org>

*National Association of Elementary School Principals*, <http://www.naesp.org>

*National Association of Secondary School Principals*, <http://www.naesp.org>